

# **Bill Analysis**

## **California Commission on Teacher Credentialing**

<b>Bill Number:</b>	<b>Assembly Bill 2575</b>
<b>Author:</b>	<b>Assembly Member Leach</b>
<b>Sponsor:</b>	<b>Author</b>
<b>Subject of Bill:</b>	<b>Subject Matter Requirement Option</b>
<b>Date Introduced:</b>	<b>February 21, 2002</b>
<b>Status in Leg. Process:</b>	<b>Senate Floor</b>
<b>Current CCTC Position:</b>	<b>Oppose</b>
<b>Recommended Position:</b>	<b>Support</b>
<b>Date of Analysis:</b>	<b>August 20, 2002</b>
<b>Analyst:</b>	<b>Dan Gonzales</b>

### **Summary of Current Law**

The law requires a person to meet certain specified requirements to qualify for a Preliminary Teaching Credential. The requirements for the credential include completion of a teacher preparation program, California Basic Educational Skills Test (CBEST), teaching of reading, and subject matter competence. Candidates may demonstrate subject matter competence by completion of a subject matter program approved by the Commission or passing a subject matter exam.

### **Summary of Current Activity by the Commission**

The Commission approved new Teacher Preparation and Subject Matter Standards at its September 2001 meeting. The teacher preparation standards are the result of 1998 legislation (SB 2042) authored by Senator Deirdre Alpert and then Assembly Member (now Secretary for Education) Kerry Mazzoni.

The Teacher Preparation Standards include classroom management, reading instruction, child development, assessing students in relation to the K-12 Academic Content Standards, intervening to help students meet the K-12 Standards, computer skills, students with special needs, and English learners.

All teacher candidates will be required to demonstrate their teaching skills through an assessment before they receive a preliminary credential.

The Commission approved Induction Standards at the March 2002 meeting. The standards outline support programs for teachers in their first two crucial years of teaching. The Beginning Teacher Support and Assessment (BTSA) program is available for beginning teachers in California, but now BTSA, or other approved mentoring programs, will become part of the credentialing system by tying teacher support, assessment, and success to earning a full professional clear credential.

### **Analysis of Bill Provisions**

This bill would allow a third option for individuals to meet the subject matter requirement based on a graduate degree in the subject. Specifically this measure would require that:

- A Commission-approved evaluation agency must approve the candidate's undergraduate and graduate course work.
- The undergraduate and graduate degree must be from a regionally accredited institution of higher education.
- The undergraduate and graduate degree must be in the subject for which the credential is sought or in a closely related subject, as determined by the Commission.

### **Comments.**

The Commission opposed an earlier version of this bill. That version proposed a route to full certification that did not require demonstrated competence and did not ensure teaching skills aligned with California's K-12 academic content standards. This version of the bill deletes all previous provisions and offers an option for meeting the subject matter requirements only. The amended version ensures subject matter alignment with the K-12 standards and coordinates well with SB 57 (Scott) which allows interns an expedited route based on demonstrated competence.

### **Fiscal Analysis**

The Commission estimates that this bill will not have any significant fiscal impact on the Commission. Candidates wishing to use this option would pay for the costs of the review by the evaluation agency.

### **Analysis of Relevant Legislative Policies by the Commission**

The following Legislative policy applies to this measure:

- 1. The Commission supports legislation which proposes to maintain or establish high standards for the preparation of public school teachers and**

other educators in California, and opposes legislation that would lower standards for teachers and other educators.

4. The Commission supports the maintenance of a thoughtful, cohesive approach to the preparation of credential candidates, and opposes legislation which would tend to fragment or undermine the cohesiveness of the preparation of credential candidates.

5. The Commission supports legislation which strengthens or reaffirms initiatives and reforms which it previously has adopted, and opposes legislation which would undermine initiatives or reforms which it previously has adopted.

#### **Organizational Positions on the Bill**

##### Support

County Superintendents of Schools

##### Oppose

No known opposition on this version of the bill.

#### **Suggested Amendments**

The Commission is not proposing any amendments.

#### **Reason for Suggested Position**

**SUPPORT** – Commission staff recommends the Commission support this bill because this measure would provide candidates with a graduate degree another option for meeting subject matter requirements while maintaining high quality.